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ABSTRACT

Module 3 of a seven module package for child protective service workers describes staffing and funding of parent aide programs for abused and neglected children and their families. Seven activities are geared toward development of an organization chart and job descriptions, completion of a budget estimate, and learning about sources of funding from the three other programs. Included are directions for using the media package and questions for discussion. (SBH)

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Module 3

Organizational Patterns and Funding

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SCA
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IP

Austin, 1979

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Organizational Patterns and Funding

"A man of words
And not of deeds
Is like a garden
Full of weeds!
Nursery Rhyme

Overview

We must change our course once again. So far, we have presented a variety of volunteer programs that offer useful ideas for the unique program you would like to develop. Then, you started conceptualizing the program by shaping its philosophy, developing an understanding of its nature and characteristics, and setting limits relating to the roles of the volunteers. Now you should be able to close your eyes and trace the outline of the program in your mind. The image of the program that you carry in your mind should open the door to the next section of work, for now we must ask, "Yes, this description sounds good, but how shall we move from description to accomplishment? How shall we *act* to make our image reality?"

The next modules will address the practical realities of setting up a parent aide program:

- How will you staff and fund the program?
- How will you coordinate your efforts with the larger DHR organization?
- How will volunteers be recruited and screened?
- What kinds of initial and inservice training experiences will you design?
- How can you effectively support and supervise volunteers?

This module on staffing and funding raises a challenging set of issues. First, you must try to assess the talents, resources and energies of each person involved in this project. To make the best use of each person's talents, you must plan strategically, asking each person to work in those areas in which he or she can make the most useful contribution. This often means that professionals, as well as volunteers, have innovative roles.

Second, you must manage and allocate the financial resources which can make your plans a reality. Every parent aide program director needs to become aware of budgeting matters, including ways to locate needed monies.

Outcomes

At the completion of this module you will have:

1. developed an organization chart and job descriptions
2. completed a budget estimate
3. learned about sources of funding from three other programs

Activities

1. Judy Y.
2. Who Can Help?
3. A Chance to Grow
4. Job Description
5. A New Creation
6. Where the Money Goes
7. The Cash Challenge

Judy Y.

Discussion

This is the first of three exercises to assist you in designing an organizational chart for your innovative program. This first exercise offers an opportunity to reorganize an inefficient organization. The second exercise will ask the question: "Who else can help us do this work?" and in the third, you will explore your own talents and job preferences.

In this first exercise you will read a brief accounting of Judy Y., Project Director. She is not a real person, but a composite of project directors from various parent aide programs. Her situation is a very common one.

Directions

Individually, read the ficticious account of Judy Y. Working as a group, isolate five different problems. Next, try to reorganize this project to prevent each of these problems from recurring. Write the problems and your reorganization suggestions on the "Judy Y. Reorganization" page and then read "Issues In Setting Up The Volunteer Organization."

Possible areas for reorganization might include:

- To whom duties are allocated (volunteers, staff)
- How duties are allocated (in writing, verbally)
- Where volunteer program is placed (within/outside DHR; which unit)
- Which resources of the larger DHR organization are utilized (support staff, administrative staff)

When you have finished, read the discussion, "Issues In Setting Up The Volunteer Organization."

Judy Y.

Judy Y., as project director, implemented a parent aide program which is housed within DHR as part of an ongoing unit. Judy Y. supervises two volunteer coordinators, as well as three regular ongoing workers. The volunteer coordinators are responsible for supervising ten volunteers each. They work with Judy Y. to recruit, screen, and train volunteers.

It took Judy Y. and her staff almost a year to establish credibility with the intake staff to get enough cases for her volunteers. Now they have more case referrals than they can handle.

Two of the volunteers with the longest tenure just left the program. Each of them had mentioned that she would have liked other tasks to do in addition to visiting families. One of them missed the feeling of 'new worlds to conquer.' She had already successfully worked with three families and wanted a new challenge. The other one was just 'burned out' and tired.

Judy Y. can really sympathize with the tired volunteer. She has never felt as tired as she does this year. Her schedule would run most people into the ground. Now it is time to recruit volunteers again and this means working with the newspapers and radio and television stations to run the public service announcements. Also, the training program needs revision, and some volunteers have been asking for more ongoing training.

Usually, one particular volunteer supervisor designs the ongoing training. Lately, this volunteer supervisor has been very involved with supervising complex cases, and Judy Y. doesn't want to ask the other volunteer supervisor to do something that she has never done before. The task of training volunteers has not been definitely assigned to either volunteer supervisor, since there are no written job descriptions. Judy will 'tackle' the ongoing training problem on her own.

To make matters worse, Judy Y. has no place to turn for the support she needs. The two volunteer supervisors spend a lot of time discussing case dynamics and possible interventions with the volunteers. This means they come to Judy Y. to get support and 'unload' about difficult cases. Judy Y. sometimes wishes she could have a consultant of her own to discuss trouble shooting and problem solving.

Judy Y. Reorganization

Directions

Write possible problems and reorganization suggestions here.

	Problem	Reorganization
1.		
2.		
3.		
4.		
5.		

Issues In Setting Up The Volunteer Organization

The organizational structure of a volunteer program contributes to the success and longevity of that program. The following list contains perspectives on five issues commonly dealt with by volunteer programs:

---

1. Organizational Placement of the Volunteer Unit.

If the volunteer unit is housed within the DHR structure, care should be given to where it is placed. For example, placing the unit within an Ongoing Unit will probably mean more difficulty in getting referrals because it will involve more coordination and cooperation among units.

---

2. Volunteers give their time, according to Frederick Herzberg,[1] in exchange for (this is part of a list of motivational factors which could apply to any program):

   - Achievement
   - Recognition
   - Challenging Work
   - Increased Responsibility
   - Growth and Development

Conscientious volunteer parent aide programs build into the organizational structure a wide variety of growth experience and different jobs to offer the parent aide volunteer. Family Outreach of Dallas County provides volunteers with many opportunities for challenge and responsibility. For example, a volunteer may choose to staff the office, which includes taking incoming referrals and performing traditional office duties. Volunteers can use or gain skills in communications and publicity by writing radio or television copy, designing brochures, writing newspaper articles, speaking to groups, and fund raising. The volunteer may choose to undergo training to become a skilled lay therapist. From any of these volunteer positions, she has the option to join one of the committees that make up the Family Outreach Volunteer Organization. From this decision-making role she may chair one of the committees, and finally, if she is interested, may seek the presidency of the volunteer organization.

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[1]George H. Litvin and Robert A. Stringer, Jr. *Motivation and Organizational Climate* in Marlene Wilson, *The Effective Management of Volunteer Programs*, Boulder: Volunteer Management Associated, 1976, page 44.

Even those volunteers, who want to spend the majority of their efforts as parent aides, might enjoy the change-of-pace offered by such job alternatives. When designing your organizational chart, you may want to consider making more than one type of position available for the parent aide volunteers.

---

3. Delegate Control.

Organizations that have used volunteers for many years report that they are reliable, hard working and enthusiastic — and definitely worth the effort. However, since they are not paid, motivations other than salary need to be utilized. Volunteers are often highly motivated to undertake tasks and responsibilities, but those motivations must be encouraged and used. It is too frequent in volunteer programs for the coordinators of programs to take on too many responsibilities themselves and to insist on the kind of control over the program that necessitates that they do extra monitoring and extra paper work. It is important that duties be delegated so that all of the staff, paid and volunteer, can have necessary support and can maintain a high energy level. "Burnout" is a frequent result of too many duties underdelegated.

This has several implications for how you organize your program:

1. Consciously use the list of motivating factors for volunteers in recruiting, screening, supervising, and recognition.
2. You might want to involve volunteers for some of the support duties.
3. If you have enough work for two people, you might want to hire an assistant to the program coordinator or to appoint a volunteer to help coordinate the program.
4. You might want to build an in-house consultant into your organizational structure — someone who can help diagnose problems (like coordinator fatigue) and offer solutions before the problems become monumental.

---

4. Fluidity/Structure.

The goals of a volunteer program cannot be fluid. They must be firmly set. However, the means to achieve these goals may need frequent revision during the first few years of operation of the project. Duties may be shifted from one person to another as the project develops toward a more efficient delivery of services.

In assigning duties to professional staff, the program director must walk a fine line between rigidity and chaos. Duties must be clearly defined and assigned to staff with the understanding that many changes will be made early in the operation of the project and these changes will necessitate changes in role assignment.

It is absolutely essential that these changes be made without damaging the 'esprit' of the staff. People must be willing to 'pitch in' to get past unexpected hurdles.

---

5. The Support Structure.

Clients make extraordinary demands upon the parent aides. The parent aide must be constant, consistent, and firm throughout a barrage of testing, extreme dependence and manipulative client behaviors.

The parent aide, in order to withstand the barrage, leans quite heavily upon her supervisor for support. This supervisor, then, must also have someone to support him/her.

Often the project director does not receive really good support. This does not need to happen. There are many people in a large organization from whom support can be received. An organizational chart can show 'lines of communication' as well as 'lines of authority.' If, for example, a continuing education director would make an excellent consultant for your program, you may want to build this person's role into your organizational chart as a support role.

One other component of the support structure should be built into any program utilizing volunteers — that is, ongoing training for paid staff. Ongoing training should be provided in areas of volunteer training and volunteer supervision.

Who Can Help?

"One of the things we ask prospective volunteers is 'Would you be willing to ask others to help when you have a problem?' because being able to ask others for assistance is one sign of maturity and the ability to help others'."
Jackie Statman, Volunteer
Richardson/Plano Family Outreach, Inc.

Discussion

Sometimes asking others for help becomes difficult. The professional staff of a parent aide program should not assume 99% of the work involved in setting up and maintaining the program; resources abound both within and outside of DHR. This exercise will expand your view of what tasks can be done by others.

The purpose of this activity is to encourage you to utilize resources available to you. When the time comes to implement this program, you may or may not utilize these persons for assistance. But just knowing they are available may be a help once you get underway. Be careful about becoming so involved in doing a project that you can't step back and examine alternative routes for getting things done. This exercise may 'open up your thinking' and become a resource list for later in your project.

Directions

This is a timed exercise. Take five minutes to make a list of all the tasks which must be done to develop and maintain a volunteer program. Do this as a group.

When the five minutes have elapsed, turn to the page "Tasks To Be Accomplished" and check your list against that one. Write in any tasks which you think have been left off of the "Tasks To Be Accomplished" list; cross off any tasks which do not apply to your program.

When you have a master list of tasks to be accomplished for your program, look at the right side of the page which is headed "Who Can Do this Task?" and, working as quickly as possible, write down the name, position, or persons who could competently do each task. Do not list yourselves at all! If there is absolutely no one besides a member of your group who should or could do this task, then leave that item blank. You have only five minutes to complete this exercise, so work as quickly as possible.

Tasks To Be Accomplished

Directions

Write down the name or position of persons who could do this task (other than yourselves). Your list may include:

- Volunteers
- Office of Citizen Involvement
- Planning Office Staff
- Continuing Education Staff
- Outside Consultants
- Clerical Staff
- Administrative Staff

To begin operating a parent aide volunteer program, these tasks must be accomplished:

Tasks	Who Can Do This Task?
1. Decision to Adopt Program	
• set goals for program	
• specify general implementation steps	
• educate staff	
• assign duties	
• (other) _____	
2. Organizational Changes	
• determine new tasks to be done	
• develop job descriptions	
• allocate tasks to current staff	
• hire new staff	
• adjust organizational plan when necessary	
• (other) _____	

Tasks	Who Can Do This Task?
3. Develop Funding Sources • determine budget needs • investigate possible funding sources • apply for funds • (other) _____	
4. Monitor Program/Evaluate • monitor staff satisfaction and sense of accomplishment • determine effectiveness of volunteers, program and staff • (other) _____	
5. Liaison with Referral Sources • liaison with intake unit at DHR (if volunteer program is not placed within this unit) • development of liaison with other referral sources • screen cases for suitability • (other) _____	
6. Recruit Volunteers • design recruitment plan • design recruitment tools • write recruitment copy • speaking engagements • liaison with T.V., radio, and newspapers • (other) _____	

Tasks	Who Can Do This Task?
7. Process Volunteer Applications • answer phones • design application forms • prescreen applications • (other) _____	
8. Screen Volunteers • develop criteria for selecting volunteers • schedule, conduct and evaluate interviews • send reference forms (if desired) • (other) _____	
9. Design Training Program • set objectives • prepare orientation materials • liaison with presenters • (other) _____	
10. Conduct Volunteer Training Program • develop content • design evaluation • present the training • revision • (other) _____	

Tasks	Who Can Do This Task?
11. Supervise/Support Volunteers • 'on call' to volunteers • meet with groups of volunteers to staff cases • meet with individual volunteers • evaluate volunteer's performance • match cases with volunteer capability • recognition of volunteers • (other) _____	
Other(s) _____ _____ _____ _____	

A Chance To Grow

"It's a fantastic opportunity! Look at the things I will be able to put on my resume: supervision — including the ability to resolve dilemmas; confrontation skills; helping people focus on the real problem. And program planning skills; writing skills; program evaluation; designing training; screening applicants."

Marylein Davies, Volunteer Supervisor
Travis County Lay Therapy

Discussion

Professionals who become involved in parent aide programs often find they have a chance to develop new skills and use more of their talents and can expand into areas they have always wanted to try. This activity offers a brief opportunity for you to chart your own personal course before you get caught up in the whirlwind of planning and activities that usher in any new program.

Directions

Working individually, look back over the list of "Tasks To Be Accomplished." Make a mental (or written) note of those jobs which are particularly interesting or appealing to you. Choose those tasks which represent a skill or conceptual areas that interest you. For example, you might think, "I wonder what it's like to write the copy that is used for radio or T.V. recruitment," or "I've always wondered how people design good workshops" or "It must be exhilarating to be able to have the supervision and counseling skills to supervise someone who is having difficulty working a case."

Once you have isolated those areas that interest you, resolve to participate in these areas and then carry away new skills from your work in this program.

Only share your plans with others if you so desire.

Skills I'd Like to Develop in the Next Year Are:

Directions

Isolate those areas that interest you.

Job Description*

"One day a little red hen found a grain of wheat. 'Who will help me plant this wheat?'
'Not I,' cried the pig.
'Nor I,' called the cat."

A Nursery Rhyme

Discussion

To get a job done, it must first be described and then a person must agree to do it. As you look back over the "Tasks To Be Accomplished," you will see that some tasks must be carried out by the core group — you and fellow staff members.

A clear set of job descriptions will greatly assist you in removing confusion and inefficiency from the operation of your volunteer program. A good job description fully describes the scope of the task to be done and makes clear who is responsible for accomplishing that task.

*Note: The Project Director may want to complete this activity on her own.

Directions

Read over the "Tasks To Be Accomplished" and tenatively indicate who in your group should carry out each task. (You may want to pencil that person's initial next to the description of the tasks.

Keep these factors in mind:

- Are you making the best use of the talents of each staff member?
- Are you allocating one person too many tasks, all of which are seasonal and will need to be done at the same time (i.e., recruiting and designing training)?
- Could/should a volunteer be trained to carry out this task?

When you have completed designing tasks, each person's tasks should be typed up in a job description. You may want to use the following format:

Position: _____

Job Duties: _____

_____

_____

_____

Note: Completing the job descriptions will open the door for another decision point, for you may find that you do not have the personpower to implement the program you have planned, i.e., you only have a staff of two professionals who have other duties and you had planned quite an ambitious volunteer program.

If that is the case, you have a number of choices:

- Cut back some of your plans for the volunteer program. Limit its scope and the number of volunteers you will involve (at least at first).
- Adjust the type of program you want to implement so that volunteers can carry out more of the tasks.
- Try to get additional funds to hire more professional staff.
- Go back over your list of "Who Can Help?" and try harder to involve others.

Remember, it is not a good idea to overload staff with excessive numbers of new duties. Be reasonable in what you expect from yourselves and fellow staff members. It is better to start small than to have your progam "go down in flames" because of overloaded staff.

A New Creation

"When the mind establishes itself in a groove, in a pattern, haven't you noticed that it is always prompted by the desire to be secure? That is why it follows an ideal, an example, a guru. It wants to be safe, undisturbed, therefore, it imitates. When you read in your history books about great leaders, saints, warriors, don't you find yourself wanting to copy them? Not that there aren't great people in the world; but the instinct is to imitate great people, to try to become like them, and that is one of the factors of deterioration because the mind then sets itself in a mold. Furthermore, society does not want individuals who are alert, keen, revolutionary, because such individuals will not fit into the established social pattern and they may break it up. That is why society seeks to hold your mind in its pattern, and why your so-called education encourages you to imitate, to follow, to conform."

J. Krishnamurti

Discussion

The chance to create a new order rarely occurs in our lives. In this activity, we will experiment with the organization of your new program and try to answer these questions: "How shall we arrange ourselves to get the job done? How shall we relate to the larger DHR organization? Which configurations of responsiblity and support work best?"

Directions

Divide into two groups. Each group should work to develop an organizational chart for your new program. Be inventive, yet practical. Strategically, use the talents, resources, and energies available to you. Your organizational chart should answer these questions:

- Who is responsible to whom?
- How does your volunteer program fit into the larger organization?

(If desired, use unbroken lines to indicate lines of authority and broken lines to indicate lines of communication.) Here is an example of an organizational chart.

When finished, discuss your creations with each other. Decide to try out one of them (or a merger of the best points of both). Write your proposed organizational plan in the space provided.

Organizational Plan

Directions

Write your organizational chart here.

Where The Money Goes

"She buys silk underwear.
I wear my last year's pair
Hey boys that's where my money goes!"
Song

Discussion

You, as program developers, must not only know where the money goes; you must have an even more refined skill than that — you need to be able to project where it will go!

To show you how to project expenses, you can use the statement written by the developers of the Parent Aide Training Manual disseminated by the Division of Children's Protective Services, Department of Social Services, Lansing, Michigan.

To learn more about parent aide programs before developing their own, the Michigan group surveyed ten parent aide programs across the country. They came up with a list of general financial needs and recommendations.

Directions

Read over their statement. Notice that each budget item has been underlined and listed to the right. Put a check mark next to those items which your program needs to address. (For example, if your program is going to be housed within DHR, you probably will have office space and telephones provided, so you would not put a check next to these items.) Then, in the last column, estimate your expense for this item. Total your estimates. This should give you a rough estimate of your budget.

Budget Estimate

Directions

Estimate your program's expenses in the space below.

General Financial Needs	Item	Estimated Cost
1. Cost of the Home Base As discussed previously, the home base for the program will include office space for the supervisor of the program in the agency designated. For the purpose of general organization, as a location for individual supervisory sessions and as a space for resource and training materials, the office need not be large, but should be private. There should also be some larger space available for the occasional training and group meetings that will be held. The supervisor will require clerical help, access to duplicating equipment, telephone, office furniture, file cabinets with locks, office supplies and audio-visual equipment.	office space larger space clerical help dup. equip. telephone office furn. file cabinet	
2. Cost of the Parent Aide Coordinator The role of the parent aide coordinator is a vital one in the program. She will be responsible for: a. Administrative duties b. Acting as liaison between the advisory board, the agency board, the community and the program. c. Acting as a liaison between cooperating agencies and the parent aide program. d. General recruiting within the community. e. Screening volunteers who wish to become parent aides.	program coord.	

General Financial Needs (continued)	Item	Estimated Cost
2. Cost of the Parent Aide Coordinator (continued) f. Carrying out the training of these volunteers. g. Matching the referrals with the parent aides. h. Ongoing supervision of the parent aides. i. Providing for in-service training j. Evaluation. Although we recommand a person with a professional background in one of the service areas (social work, education, etc.), we feel strongly that the personal qualifications of enthusiasm, energy and an ability to work well with people are strong imperatives. Because of the requirements of the position and because of the results of our survey of other programs, it is our position that the parent aide coordinator be paid for her work. It is the lucky program that found a volunteer willing to devote herself so thoroughly; however, the majority did pay and this approach more evenly assures a quality control over the program.		
3. Cost of the Volunteer We recommend that the parent aide receive a monthly stipend of $20.00 to be used to cover the costs relating to her work with the parent. The use of a stipend instead of reimbursement for mileage or direct costs will simplify bookkeeping procedures for the supervisior. In addition, the stipend will aid in (a) attracting low-income volunteers, (b) assuring greater spouse and family acceptance of the time and cost commitment for the aide, and (c) reinforcing the value of the work that the parent aide is doing. Although we recommend that this stipend be paid, we do feel that if monies are not	stipend travel expense	

General Financial Needs (continued)	Item	Estimated Cost
3. Cost of the Volunteer (continued) available to cover this part of the program, that this cost be held in abeyance and the program be implemented using unpaid volunteers.		
4. Resource and Training Materials The supervisor will need to have, at her disposal, references on child abuse/neglect for her own use and for providing educational materials for the parent aides. Films or other audio-visual items to be used in the training program need to be readily available. The costs of duplicating recruitment and training materials must also be included in the budget.	reference materials films A-V items duplicating costs	
Other: _____		
_____		_____
	Estimated Total	$_____

The Cash Challenge

"the challenges were enormous . . . they had to be and many of them were our own making. That's what you thrive on in this business."

Richard Donner, Director
speaking about directing
the movie Superman.

Discussion

Funding parent aide programs provides a constant challenge. Programs may not need much money to operate (a number of them exist on annual budgets of less than $10,000); however, funding concerns are ever constant (three of the ten programs interviewed by Michigan stressed that funding is their major problem). This exercise opens you to different funding possibilities and helps you begin to develop as solid a funding base as possible.

Directions

Read the description of how each of the following programs obtained their funds. Decide which one of these approaches would be most feasible in your case. Consult with the listed resource persons to begin developing your own funding plan.

How We Get Money

Family Outreach Of Corpus Christi, Inc. (FOCCI)
Paula Rosenstein, Chairperson of FOCCI Board

We received our funds by applying to local private foundations. First, we prepared our budget for three years. To do this we sat down as a group and brainstormed what we would buy if we had the money — things like A-V equipment and a duplicating machine. This was not our bare bones estimate — we could have survived on less than we asked for.

Then I went to the library and checked out *The Foundation Book*, a book which listed charitable foundations in Texas. I made a list of the foundations whose goals might match ours — more than 40 of them — and wrote them each a letter. The letter explicitly outlined what we planned to do next year and particularly what we planned to do with the money they would give us. We included with the letter a copy of our annual report which outlined what we had done in past years.

We are a volunteer organization and our volunteers know many people in the community. We tried to make a personal contact with a trustee from each corporation where we had requested money. If we didn't know someone who was a trustee, we tried to find a third party who knew a trustee, or someone who knew a friend of a trustee. We educated them about Family Outreach. If possible we took them to our office and showed them what we are trying to do, then we asked them to write a letter supporting our request for funds.

Right now we have an operating budget of $50,000 for three years (always make your budget for more than one year so you don't have to resubmit proposals each year).

Surprisingly, we found that the more money we had, the more money other groups would be willing to give us. People like to give where others have given. Now we are very careful to list every source of funding in our letters for additional funds.

In past years, we tried two other routes to raise funds: fundraising events (such as bake sales); and making presentations to local businessmen (we showed them a chart, gave them a brochure — it was like a small speaking engagement — and then asked them for money). The way we are doing it now is much easier.

How We Are Funded

SCAN of Arkansas, Sharon Pallone, Director

We are a non-profit corporation under contract by Arkansas Social Services to provide services. We are funded through Title XX funds. Under Title XX, the SCAN unit in each county is responsible, through its own efforts or through those of a representative task force, to raise 25% of its annual budget through donor money. On the average, this amounts to approximately $10,000 per county. While all the Title XX counties have annually responded to the necessity to generate their matching funds, the arrangement is problematic for a long-term funding program. The time and energy required to run such a campaign interferes with the ongoing administration, and ultimately the service delivery. Now that the Division of Social Services has made a commitment to SCAN's value as an essential service provider, they are currently working to include one-half of the counties' Title XX share as a line item in the state budget, with the hope that task forces in the counties will assume responsibility for raising the remainder. This one-half of the counties' Title XX matching funds was passed as an amendment to the Social and Rehabilitative Services budget in the January, 1977, Legislature. The sum hopefully to be funded by the state is $100,000 matching funds, to be administered by Arkansas Social Services.

Family Focus

Kathleen McGilvray, Program Director

Family Focus was begun in the fall of 1976 as an outgrowth of Can-Do, a federal demonstration project, and DHR. One member of each staff did the initial planning and job descriptions.

At that time, one DHR staff position was allocated to the Family Focus project. This position was funded out of DHR Protective Service's regular operating budget.

As the program expanded, preventive services and the utilization of volunteers continued to be a funding priority, and one Worker III position was allocated to Family Focus from the operating budget.

In 1978, the Can-Do project was phased out and we applied for Special Projects money which is available to the regions. We drew up a proposal and received funding for one-half of a Supervisor's salary, two Worker III's salaries, travel, and clerical support. This funding began on September 1st and will continue through the end of August, 1979.

At that time, we may try to work with our Child Welfare Board to assist us in funding. I will use Protective Services monies if I have to. We are obligated to continue our program and to pass on our learnings.

You have to decide that you're going to have it (the program). If you go in half-heartedly you can get whacked by the system. Decide what you're going to have to do. You have to run and prove it before you can expect anyone to buy it.

...And There Are More Ways...
from Alliance, New York

Funding. There are several possibilities available to communities that wish to have a parent-aide program:

1. Private, federal and state grants.
2. Work-incentive programs with the Labor Department are available in some states.
3. Title XX clearly allows for the purchase of service for aides in protective and, in some areas, preventive service cases.
4. Local welfare administrators and legislators may be convinced to purchase this service when confronted with statistics comparing aide costs to the long-term cost of foster care. Onondaga County figured its savings in terms of the 60% to 80% decrease in the number of days children spend in foster care.
5. Revenue-sharing funds may be available in many localities for paying for aide services for families who are not on welfare or who do not fall strictly into the protective services category. For example, the family identified in the prenatal period or in preventive services cases may be able to use these funds to obtain a parent aide. Most communities can use contractual arrangements with a homemaker/home health-aide agency either within the public health department or as a non-profit, private organization. Utilizing an existing community service is not only easier organizationally, but it allows aides the flexibility of doing more than parent-aide cases, from which they may need occasional relief. For example, an aide who is working with five families may reach the point of being emotionally drained and may welcome working with senior citizens requiring post-hospital care.

And If You Want It Bad Enough, You Can Do It . . .

from SCAN Center of Spokane County

Revenues, 1977

Public Organizations	
United Way	$21,800.00
Private Organizations	
Mary Horner Stuart	$ 1,000.00
Greater Spokane Community Foundation	2,000.00
IBM Corporation	450.00
Rotary	500.00
Women's Auxiliary, Spokane County Medical Society	500.00
Junior League	3,000. 00
Pi Beta Phi	500.00
Comstock Foundation	1,000.00
Florence Hallum	1,500.00
Beta Sigma Phi	50.00
	$10,500.00
Other Donations	
St. Andrews Episcopal Church	$ 261.28
St. Joseph's Parish	100.00
Alpha XI Delta	10.00
Fairchild Air Force Wives	200.00
Joel & Christine Harding	30.00
Our Saviors Luthern	10.00
Wingates	50.00
Marjorie Hannsen	15.00
North Hill Christian Church	25.00
Ken Grothe	5.00
Evelyn Stauffer	10.00
Sheraton Hotel Children's Theater	100.00
River City Jay Cee's	504.00
St. Mark Lutheran Church Women	5.00
Marilyn Sullivan	40.00
Jerry Lange	50.00
Sharon Hundley	10.00
Thomas & Christine Maloney	50.00
St. Luke's Memorial	250.00
Episcopal Church Women of St. Andrews	50.00
	$ 1,775.28

Miscellaneous Income		
Reimbursements for Travel, Training, Rent, Long Distance Phone Calls, Etc.		$ 1,109.94
Total Revenues	$35,185.22	

Funding Resources

Research and Demonstration Branch, Texas Department of Human Resources, Murray A. Newman, Director. John H. Reagan Building, Austin, Texas 78701 512/475-5901

The Research and Demonstration Branch can help research possibilities and help you apply for all federal competitive grants. The program you plan should be innovative and not an extension of something that is already being done. Projects might apply to National Center on Child Abuse and Neglect; Title IV-B (depending on priorities); Action; and others (depending upon special focus, i.e., aging, rehabilitation).

Jonathan Hole, Special Assistant to the Commissioner.
(512) 475-6853. Address: Mail Code 000-0

Jonathan Hole can work with DHR personnel to assist them in finding matching monies for Title XX or Title IV-B contracts. He can help in obtaining private monies from foundations and corporations by determining which foundations to appraoch and how to plan and design a proposal. At times, he may travel to work directly with those seeking assistance.

Child Welfare Boards

Both the county and regional child welfare boards can obtain monies that will directly benefit children. Each DHR region has a staff member on the child welfare board. This person could provide assistance in developing a proposal or request.

Pilot-Tests Review Committee, Homer Rodriguez, Chairperson.
(512) 475-5701

This committee meets three times a year to review proposals for innovative projects. The committee has representatives from each of the Deputy Commissioners' offices and representatives from each of the DHR regions.

Generally, five to seven proposals are funded each year. Projects are usually funded for one year and may receive approximately $30,000 each. Proposals must outline innovative management or program delivery practices which have not been tested before and that could be adopted by other regions.

Proposals are submitted through the Regional Administrator's Office.

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Module 3

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